James Singleton Charter School

December 20, 2018

"A Deliberate Call to Action"

- The instructional framework of James Singleton Charter School must pivot for the instructional landscape to reflect authentic growth. This includes, but is not limited to on-going coaching and professional development, in depth progress, and consistent rigor in deliverables.
- James Singleton Charter School will triage the current state of affairs and deliberately address student growth to mastery targets. The following questions must be answered, addressed, and processes implemented:
- Question 1: If students are not yet achieving Mastery, are they on track to doing so? The current & forecasted data suggest our students are not on track to achieve Mastery. Therefore, we must create an end of year achievement level goal for each student and create a system to monitor and support progress.
- Question 2: What specific blueprints can we coach teachers to develop using a backwards design, and plan lessons that deliberately address the non-negotiables for student success. How is the administrative and leadership team going to provide ongoing coaching and support for teachers?

James Singleton Charter School

Proposed Plan of Action

School Improvement Plan Process

November 27:

*Meet with Dr. Payne (AP/Math & Science Instructional Coach) &

Ms. Murray (ELA/SS Coach & DTC) to review, plan, and discuss increased development of teachers, SLT's, 300 R's.

*Each instructional coach developed a course of action for their content areas. Plans and revisions were due and submitted by 12/4/18. Each plan provides a list of past, current, and upcoming coaching and professional development for teachers. (see attached plans)

*Discussed and planned upcoming student assessments from LDOE platform and SCANTRON.

December 4

Faculty Meeting to provide repeated in-servicing on academic accountability and culture.

December !1:

NSNO Follow up support for IQI grant, TNTP, Guide Book Hub professional development & professional development for instructional coaches. Follow up with Office of School Improvement & Support

Follow up with Office of Equity & Accountability

Math/Science instructional coach provided lesson framework for teachers. (See attached copy)

December 12:

ELA/Social Studies instructional coach provided lesson framework for teachers. (See attached copy)

December 17:

Met with team (Dina, Erica, & Kenneth) from OPSB's office of School Improvement & Support.

Action steps: Secure portal access to plot & map Growth to Mastery targets for students.

Strategy to support teachers & instructional quality.

December 18:

Met with Ms. Toni Pickett from the Office of Equity & Accountability.

Action Steps: TRIAGE the Approach & Implementation

- 1. Develop & Structure leadership team for School Improvement Plan Team.
- 2. Develop a framework/template to develop School Improvement Plan. (See attached template)
- Scheduled tentative follow up meeting during Christmas Break with School Improvement Leadership team to meet with Ms. Pickett for January 2.

December 19:

Follow up meeting with Erica & Kenneth from the office of School Improvement and Support.

Action Steps: Plotting the data for individual student growth targets

- 1. Accessing the secure portal to disaggregate the data and custom report for the School.
- 2. January 9th: follow up strategic session to plot growth to mastery targets for individual students.

James Singleton Charter School Math/Science Meeting December 11, 2018 4:15 pm Facilitator: Dr. Chanel M. Payne • Lesson Plans/Do Nows • Lesson Framework Walkthroughs/Formal Observation Reminder SBLC/Section 504 Looking Forward to LEAP Things we all need to do! Dr.CMP

James M. Singleton Charter School ELA/Social Studies Cluster Meeting December 12, 2018 4:15 p.m.

Ms. Erika Murray, M.Ed., Instructional Coach/Facilitator

- Lesson Plans
- Instructional Framework
- Walkthroughs
- Formal Observation
- SBLC Meetings/Section 504
 - Student Folders
 - Work Samples
- LEAP 2025 April Testing
- Housekeeping
- Sharing

Lessons Complete, Now what?

- Vocabulary Practice
- Small In-Class Projects
- |X|
- Journal Free Write
- Lesson Review
- Independent Reading
- Team Challenges (Jeopardy/Quiz Bowl/Hangman)

Lesson Framework

- Do Now (No more than 5 or 10 minutes)
 - o CNN Student News, Daily Grammar Checks, Word Ladders
- Direct Instruction (Model lesson and expectations for students
- Guided Practice (make sure you are using all Levels of Webb's DOK questions, particularly Level IV)
 - o Circulate, Monitor, Assist while students work collaboratively or independently
 - Reteach any skills 3 or more students have incorrect
 - Monitor students' progress
- Student Work
 - o Individual Practice
- Wrap Up
 - Ask critical thinking questions
 - Exit Tickets

Math/Science Meeting

The Math/Science department meets on the 1st Thursday of each month.

Grade Level Meeting September 13, 2018

Math/Science Meeting September 13, 2018

LSU Ag (4H Club)

October 18, 2018

SBLC/300Rs

October 24, 2014

Daily Interventions

December 6, 2018

Data Analysis

January 10, 2018

LEAP Prep

February 7, 2018

Daily Math Interventions

Effective bell to bell instruction for the duration of class session

- Daily Math Drills (Addition, Subtraction, Multiplication, Division)
- Do Nows purpose of the Do Nows is to continuously spiral back to skills previously taught to increase mastery
- Daily Journaling purpose is to increase student's ability to give written explanations regarding everyday Math usage, solving various types of Math problems, and answering higher order thinking questions.
- Creative Math Activities such as grade level challenges, quiz bowls
- 3:15-4:00pm In-class interventions (Reading, Writing, Math)/Reteaching students who do not master skills.
- Request for purchase LEAP 2025 materials for Math to begin an intensive LEAP Prep 01/07/19.
- Frequent walkthroughs by Instructional Coach with immediate feedback. The purpose is to ensure teaching is aligned to state standards.

Daily Science Interventions

- Effective bell to bell instruction for the duration of the class session
- Daily Vocabulary Drills
- Do Nows purpose of the Do Nows is to continuously spiral back to skill previously taught to increase mastery
- Daily Journaling purpose is to increase student's ability to give written explanations regarding science topics.
- Creative Science Activities such as in-class challenges, grade level challenges, quiz bowls
- Request for purchase LEAP 2025 materials for Science to begin an intensive LEAP Prep 01/07/19.

ELA/Social Studies 1st Quarter Academic Student Progression Plan

To ensure that James Singleton Charter School ELA and Social Studies teachers are meeting the needs of students and in response to the school performance score and failing letter grade, I have established the following plan for student progression which includes the following:

- standards for evaluating each student's performance, including how well he or she
 masters the performance standards approved by the Louisiana Department of
 Education,
- specific levels of performance in reading, writing, and social studies for each grade level, including the levels of performance on statewide and local benchmarks and assessments,
- appropriate placement in intervention groups for students who continue to struggle with given accommodations and in class interventions,
- procedures to establish regular routines for parent communication when students are falling below acceptable academic progress
- procedures for informing each student and his or her parents/guardians of the student's academic progress
 - Beginning with academic conferences for those students teachers have identified as in danger of failing.
 - Working on an academic plan with teachers to increase student achievement
- Monitor each student's attendance and report excessive absences to the school social worker, following the rubric that was outlined in the faculty handbook.
 - Understanding that student attendance is an intricate part of their academic success.
- Work with teachers to increase the rigor in lessons to meet the current demands of acceptable student achievement and
- Plan data digs on Mondays during teachers' planning periods to ensure instruction is driven and supported by the data

The ELA/Social Studies Academic Student Progression Plan is meant to help teachers understand what is needed to achieve academic success for all students and to help our students understand what they must know and be able to do to be successful on end of year assessments and to be promoted.

The plan establishes procedures to achieve parental support and involvement in the academic progress of the student, student accountability for their successes and failures, and proper planning and implementation of rigorous lessons by teachers. School attendance procedures as described in the attendance policy are also a viable component of the students' success.

Cluster Meeting Schedule & Objective:

08/09: Lesson Resources per grade level 08/11: Writing projects for ELA & Soc. Stud. 08/11: Ways to accommodate instruction

08/21: Making meaningful lessons to impact student instruction

09/18: Being a facilitator of instruction

10/04: PD via email/video recording: Group Instruction (was out sick)

First Quarter Ends

The ELA/Social Studies Instructional Coach will do the following:

- monitor student progress,
- promote continuous achievement,
- · assist teachers with making provisions for individual differences,
- promote students' assuming responsibility for their own learning and attendance
- provide assistance with teachers crating effective, engaging instruction and remediation, and document instruction in, and student mastery of, the standards.

ELA/Social Studies 2nd Quarter Academic Student Progression Plan

To ensure that James Singleton Charter School ELA and Social Studies teachers are meeting the needs of students and in response to the school performance score and failing letter grade, I have established the following plan for student progression which includes the following:

- standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the Louisiana Department of Education,
- specific levels of performance in reading, writing, and social studies for each grade level, including the levels of performance on statewide and local benchmarks and assessments
- appropriate placement in intervention groups for students who continue to struggle with given accommodations and in class interventions,
- procedures to establish regular routines for parent communication when students are falling below acceptable academic progress
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The plan establishes procedures to achieve parental support and involvement in the academic progress of the student, student accountability for their successes and failures, and proper planning and implementation of rigorous lessons by teachers. School attendance procedures as described in the attendance policy are also a viable component of the students' success.

Cluster Meeting Schedule & Objective:

10/30: SLT Writing: Tips and Basics

11/1-16: SLT Assistance Meetings (Individual Teachers)

11:27: ELA: Writing Resources

- 11/28: Becoming Great Teachers
- 12/10: Re-tiering students based upon CURRENT academic data
- 12/19: Data Dig: Establishing growth targets for each student
- 01/07: Writing for success
- 01/14: Building stronger lesson plans to promote student success on all levels
- 01/22: Progress Monitoring
- 01/28: 6 + 1 Traits of Writing
- 02/04: Review student progress report grades (identify students in danger of failing)
- 02/11: Black History in ELA & Social Studies via cross curriculum learning
- 02/18: Preparing quarterly exams that align to LEAP assessment
- 02/25: NO CLUSTER MEETING, EXAM WEEK
- 03/04: NO CLUSTER MEETING, MARDI GRAS BREAK

Second Quarter Ends

The ELA/Social Studies Instructional Coach will do the following:

- · monitor student progress,
- promote continuous achievement.
- assist teachers with making provisions for individual differences,
- promote students' assuming responsibility for their own learning and attendance
- provide assistance with teachers crating effective, engaging instruction and remediation, and document instruction in, and student mastery of, the standards.

What does it mean to actively monitor students?

Circulate

When students are working independently on assignments or working together on group assignments, the teachers should move around the classroom looking closely at students' work. The teacher should not be seated at a desk. It is not possible to scan student work from one position. It is also impossible to monitor student behavior from behind a desk. The teacher must get close enough to read what students have written and to ensure students are working on the task assigned. Desks and chairs should be arranged so the teacher has easy access to each student.

Monitor

Monitor student progress as you circulate the room. Monitor to ensure students are on task with assignments and are actively engaged in the learning progress whether working as a group or as individuals.

Reinforce correct answers

The teacher should show that s/he cares whether or not students are getting the material right. Active monitoring is most effective when the teacher appears to be excited about students getting correct answers. Giving recognition to students with correct answers motivates students to care about their work. It helps to keep students who are already on task focused and it refocuses students who are engaging in off-task behaviors.

Correct while walking

The teacher can identify a lot of errors and make a lot of corrections while walking around the room. The teacher can put a star next to every correct item s/he has looked at on a student's paper. Those items won't have to be reviewed later. The teacher should spend no more than 30 seconds with each student.

Point out errors & Assist

An equally important component of active monitoring is to indicate when items are wrong. The teacher should make a mark on the student's paper next to the incorrect item and tell the child something like, "Oops. That one is wrong. Look carefully and try it again." Assist those students that seem to be off-task or may not understand the assignment.

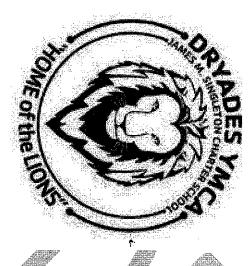
Do not re-teach individuals

The teacher should be understanding and sympathetic to those who do not understand but should NOT stop to teach a student who has made an error. If the teacher re-teaches students individually, students will learn that they don't have to pay attention in class during instruction because the teacher will help them individually. This will facilitate more off-task behaviors going forward.

Re-teach the whole class

If three or more students have the same error, the teacher should immediately stop the class and provide a whole-group correction. Three or more students indicate a gap in the teacher facilitating the lesson and student understanding. In the reteach, the lesson may need to be simplified or explained in a different way to maximize student understanding of the skill. The teacher may need to use hand signals to easily identify if students have grasped concepts taught.

James M. Singleton Charter School Orleans Parish School System School Improvement Plan



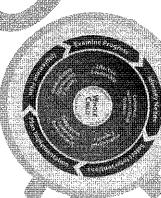
Pre-Kindergarten- Eighth Grade
2220 Oretha Castle Haley Blvd
New Orleans, LA 70113
504-568-3466
www.dryadesymca.com

Mrs. Tia M. Robertson, Principal



Mission Statement

achievement for students through technology-based learning experiences, social integration, civic The mission of the Singleton Carter School is to promote quality and sustainable academic responsibility and relevant educational practices.



List the names and occupations of the members of SIP TEAM.

The state of the s				Name	
The state of the contraction of				Title/Occupation	

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT **ROOT CAUSES ANALYSIS**

Part 1:

For Title I Schools: ELA and Math by subgroups should be primary when considering weakness that will lead to the goals in the SIP.

This data should reflect findings on Step 10 of the Trend Data Analysis worksheet.

Rank-order the identified areas of strength (3-5) from the student performance and attendance and/or dropout data and indicate the supporting data sources:

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				rom the student perform					
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			DATA SOURCES	nd/or dropout and indicate the supportin					DATA SOURCES
				data sources:					

The identified weaknesses will lead the goals.

3 | James M. Singleton Charter School

4.

The contributing factors of the weaknesses will lead to the strategies.	
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List the contributing factors from the attitudinal/perceptual and archival data of the previously identified weaknesses:	List the contribu
	5.
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	2.
	1.
CONTRIBUTING FACTORS TO THE STRENGTHS DATA SOURCES	8
List the contributing factors from the attitudinal/perceptual, behavioral, and archival data of the previously identified strengths:	List the contributi
This data should reflect findings from the needs assessment as reported on the Data Triangulation sheets.	This data should r
Salar Onn Deall S	Part 2:
School Improvement Plan	

SCHOOL PERFORMANCE CHART

The state of the s		
New Baseline SPS	New Growth Target	New SPS Goal
(Select year and enter score)	(Select year and enter target)	(Select year and enter score)
New School Baseline SPS 16-17:	New School Growth Target 16 17.	New School SPS Goal 16-17:
New School Baseline SPS 17-18:	New School Growth Target 17-18:	New School SPS Goal 17-18:
New School Baseline SPS 18-19:	New School Grow th Target 18-19:	New School SPS Goal 18-19:
New School Baseline SPS 19-20:	New School Growth Target 19-20:	New School SPS Goal 19-20:
New School Baseline SPS 20-21:	New School Growth Target 20-21:	New School SPS Goal 20-21:
New School Baseline SPS 21-22:	New School Growth Target 21-22:	New School SPS Goal 21-22:

Use Principal's Report Card

ELA STRATEGY PLANNING WORKSHEET (MWW)

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Whole-Faculty Study Group Wodel

PROCEDURES FOR EVALUTING ELA GOAL, OBJECTIVE(S), AND STRATEGY:

Long term evaluation and assessment of student work, teaching strategies, snapshots, learning walks. Continuous assessment of data; evaluation

of a goal as a whole.

ELA STRATEGY PLANNING WORKSHEET

SCIENTIFICALLY BASED RESERCH STRATEGY:

Whole-Faculty Study Group Model

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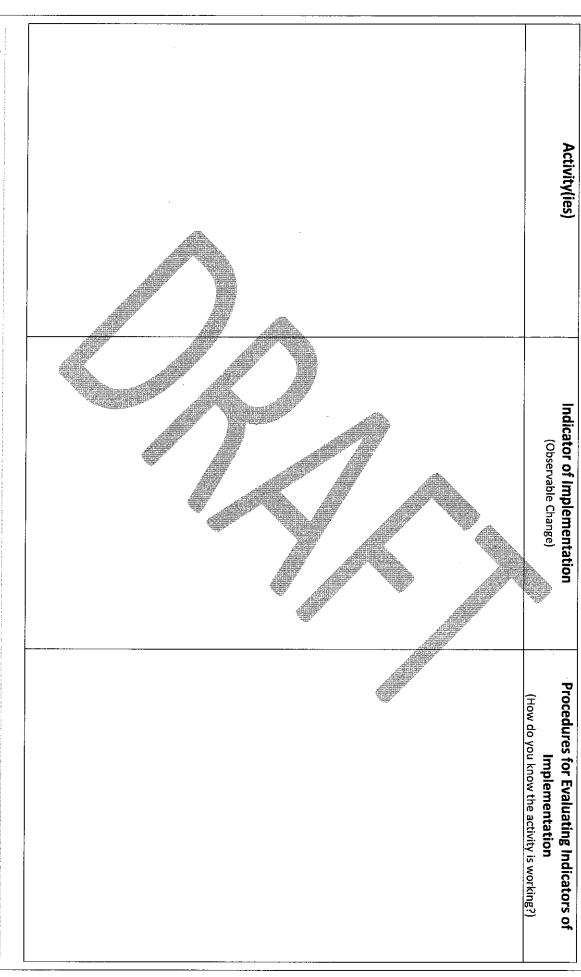
Brief Summary of Research:

conducted in similar school with similar populations and needs? Rationale: Describe how this strategy, I relation to the research, addresses the needs of the student population in your school. Was the research

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:

Activity(ies) **ACTION PLAN- ELA Literacy Activities School Improvement Plan** Indicator of Implementation (Observable Change) **Procedures for Evaluating Indicators of** Implementation (How do you know the activity is working?)

ACTION PLAN- ELA Literacy Activities (continued)



MATH STRATEGY PLANNING WORKSHEET

MATH GOAL 1: By all students will reach high standards, attaining proficiency or better, in mathematics .
OBJECTIVE(S): To increase MATH CRT Index Scores in grade from to by
White:toBlack:tototototototototo
SCIENTIFICALLY BASED RESERCH STRATEGY: (Democration the contributing factors)
Whole-Faculty Study Group Model
PROCEDURES FOR EVALUTING ELA GOAL, OBJECTIVE(S), AND STRATEGY:
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MATH STRATEGY PLANNING WORKSHEET

SCIENTIFICALLY BASED RESERCH STRATEGY:

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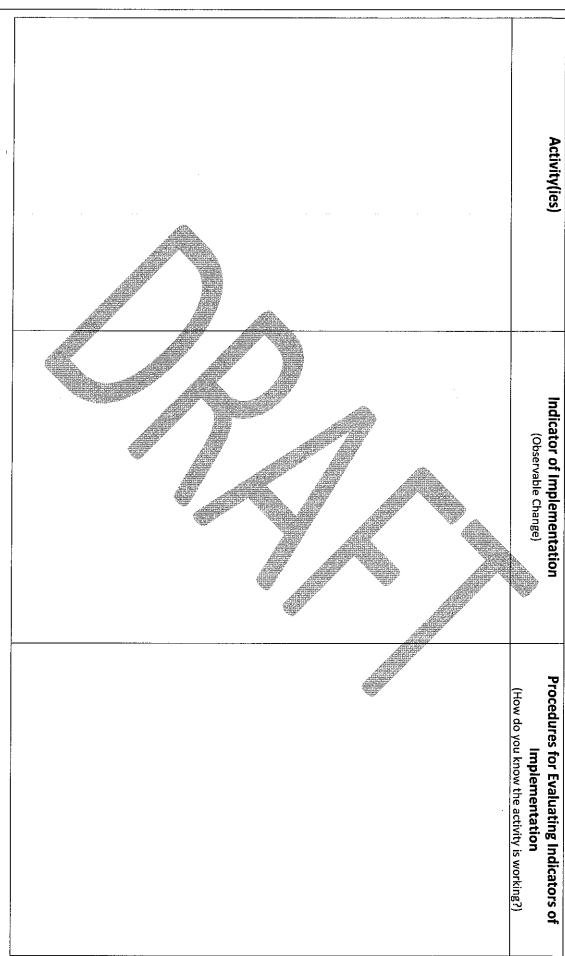
Whole-Faculty Study Group Model

Brief Summary of Research:

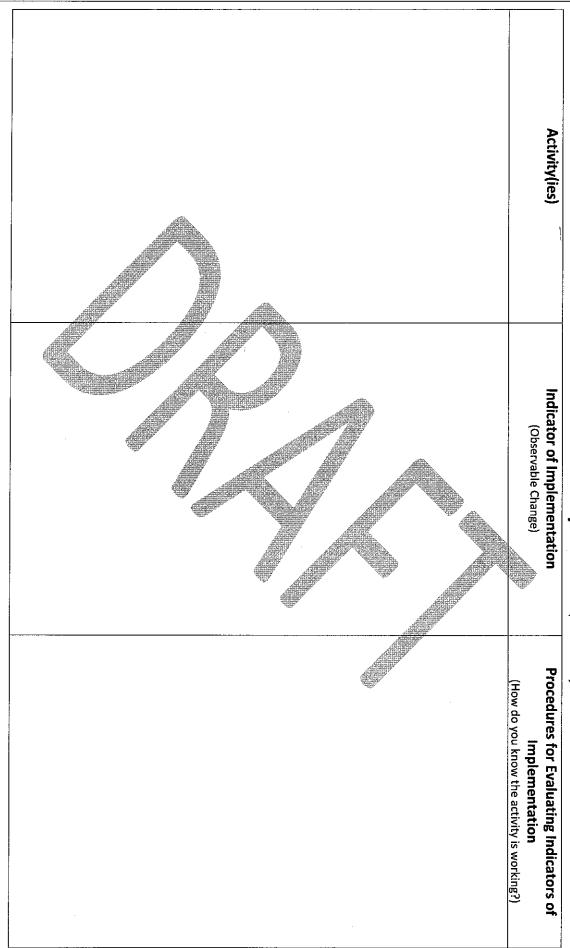
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If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:

ACTION PLAN- MATH Literacy Activities



ACTION PLAN- MATH Literacy Activities (continued)



SOCIAL STUDIES STRATEGY PLANNING WORKSHEET

White: to Black: to ED: to SWD: to LEP: to SCIENTIFICALLY BASED RESERCH STRATEGY: (Derved from the contributing factors) Whole-Faculty Study Group Model Whole-Faculty Study Group Model PROCEDURES FOR EVALUTING ELA GOAL, OBJECTIVE(S), AND STRATEGY: Long term evaluation and assessment of Student work, teaching strategies, snapshots, learning walks. Continuous assessment of data; evaluation of a goal as a whole.		SOCIAL STUDIES GOAL 1: By, all students will reach high standards, attaining proficiency or better, in social studies.
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SOCIAL STUDIES STRATEGY PLANNING WORKSHEET

SCIENTIFICALLY BASED RESERCH STRATEGY:

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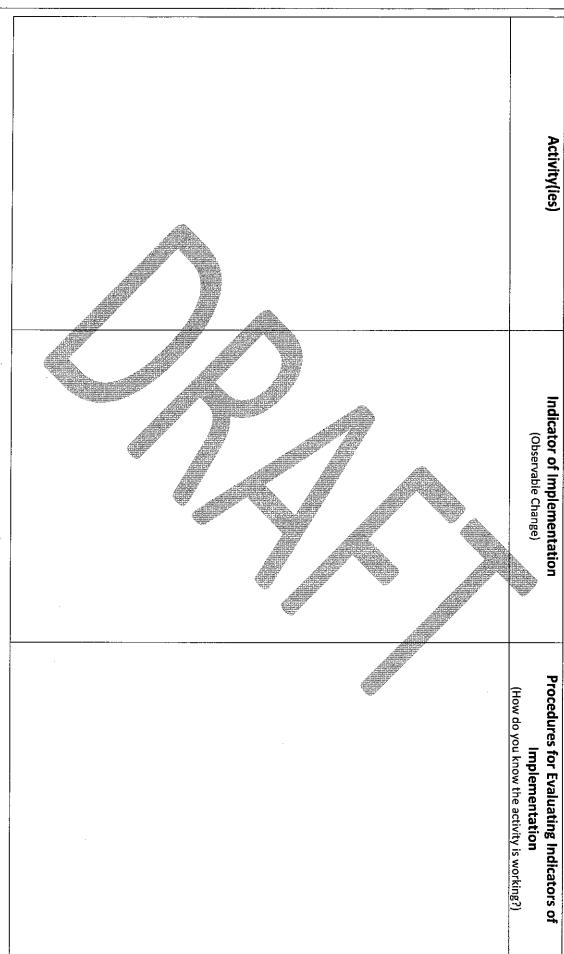
Whole-Faculty Study Group Model

Brief Summary of Research:

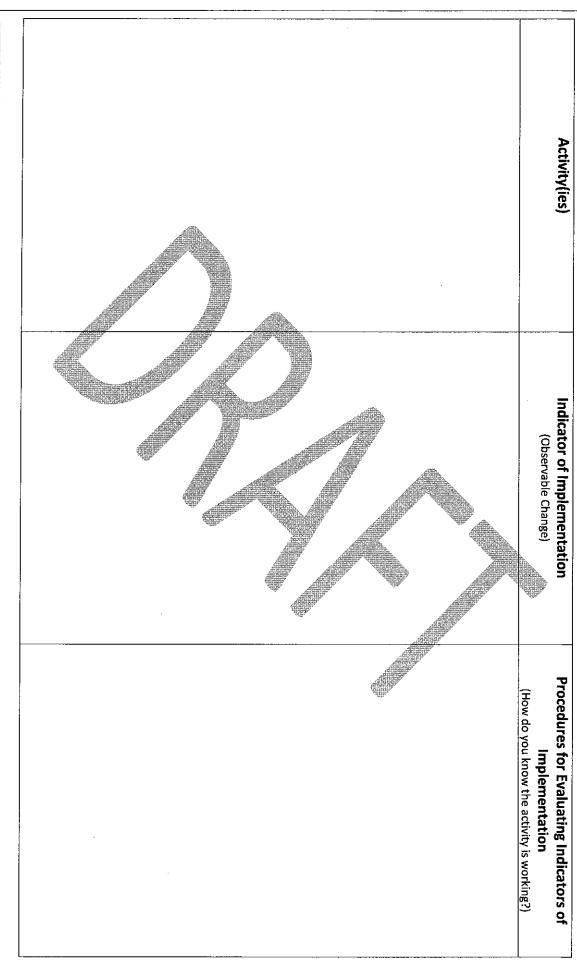
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If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:

ACTION PLAN- SOCIAL STUDIES Literacy Activities



ACTION PLAN- SOCIAL STUDIES Literacy Activities (continued)



SCIENCE STRATEGY PLANNING WORKSHEET

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SCIENCE STRATEGY PLANNING WORKSHEET

SCIENTIFICALLY BASED RESERCH STRATEGY:

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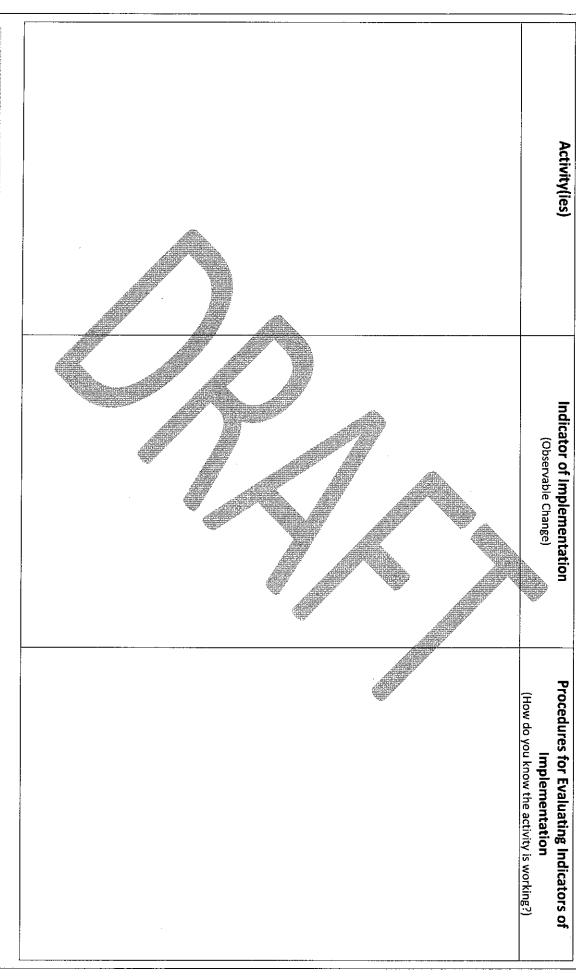
Whole-Faculty Study Group Wodel

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ACTION PLAN- SCIENCE Literacy Activities



ACTION PLAN- SCIENCE Literacy Activities (continued)

